

Writers Strive to Understand

- They are curious about what it means to be a writer or to create good writing
- They develop questions about these ideas and work hard to find answers to them
- They talk with others about their curiosities and discoveries
- They do research to learn more

Writers who strive to understand show this through their...	Beginning	Developing	Deepening	Embodying
Learning	<p>Writes in order to complete an assignment</p> <p>Asks questions to clarify directions and expectations around particular assignments</p> <p>Understanding of what it means to be a writer or to create good writing is defined by the teacher and/or grades received on finished products</p>	<p>Writes in order to improve craft, invites peer-review, edits work and makes minor revisions</p> <p>Asks questions to develop an understanding of what good writing is and what good writers do</p> <p>Studies what it means to be a writer and what good writing is, when prompted to by a teacher and/or in order to improve grades</p>	<p>Writes in order to grow as a writer, which improves craft. Revisits certain phases of the writing process in order to make meaningful revisions</p> <p>Asks specific questions that address unique curiosities. Deepening understandings lead to more questions.</p> <p>Studies what it means to be a writer and what good writing is in order to contribute to discussions and support the work of self and others</p>	<p>Examines writing of self and others in order to re-examine and revise previous assumptions about what it means to be a writer or produce good writing</p> <p>Ask questions that highlight gaps in understandings about writing or what it means to be a writer</p> <p>Seeks new information about what good writing is and what it may mean to be a writer. Uses what is learned to improve the work of self and others</p>
Behavior	<p>Agrees that there is much to learn and understand, but spends little time discovering it</p> <p>Criticizes writing and learning based on assumptions and/or misinformation</p>	<p>Studies ideas and information about writing when asked, but isn't ready to apply to own work</p> <p>Is willing to consider different perspectives and the expertise of others</p>	<p>Studies new information and ideas about writing in order to grow as a writer</p> <p>Writer is able to support own beliefs with evidence and remain open and flexible to new ones</p>	<p>Asks others to share their perspectives and understandings and seeks new ideas in order to revise own</p> <p>Promotes own perspectives and beliefs and encourages others to do the same</p>
Work	<p>Relies upon the teacher to provide writing/learning opportunities, structures, process, and strategies</p>	<p>Relies upon new knowledge of the writing process, dispositions, and writer's craft to create unique work</p>	<p>Studies work to define and meet goals as a writer.</p>	<p>Uses writer's process, craft, and dispositions to define new challenges and generate new questions for study</p>

Writers Strive to Persevere

- They take their time as they move through the writer's process, reflecting for a period of time before rushing to finish their work.
- They do not publish their work until it is the best that it can be.

Writers who strive to persevere show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Believes that they do not need to reflect or revise work—it is fine “as-is” Is constantly distracted by other interests or tasks	Willing to consider minor revisions of work Listens to suggestions or feedback from others only when required to	Asks those they are closest to to provide them general feedback about how work can be improved. Discusses ways to revise or improve work with others and focuses on improving what is easiest	Asks various people to provide specific kinds of feedback on their work and considers unsolicited feedback that might help them grow Participates in debate and conversations about writing process, craft, and dispositions.
Behavior	Focuses on getting tasks finished quickly and is frustrated when asked to revise Uses time provided for revision to do other things	Recognizes areas in need of revision and makes changes in order to get the work done Final revisions are made only during time provided by those expecting revision	Will eagerly revise work in order to meet expectations of others or get a good grade Makes time to revise thinking, work, and process in order to correct perceived problems	Eagerly revises work, thinking, and process in order to reach highest standards, as a means of satisfying self and audience Shares revised work, thinking, and process in order to gain additional feedback. Publication is seen as an opportunity to connect with others, which may inspire further revision of thought and work as well
Work	The end product is nearly the same as the final draft	The end product is well-edited, but substantial changes in content or craft aren't approached	Revises thinking, process, and end-product in order to correct perceived problems	Revisions are purposeful and reveal significant growth in writer's craft, process, and end-product

Writers Strive to be Courageous

- They are willing to discuss things that make them uncomfortable in appropriate ways.
- They are willing to feel the discomfort that comes with needing to change, learn, and grow.
- They seek out new responsibilities and challenges.
- They don't give up when writing process becomes hard.

Writers who strive to be courageous show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Is reluctant to share beliefs, concerns, questions, or work.	Shares beliefs, concerns, questions, or work only when required to or when others have done so first Participates in planned discussions and conversations only by agreeing or disagreeing	Shares and acts on beliefs and values and shares concerns, questions, and work openly Participates in conversations and is willing to ask questions that reveal a lack of understanding	Shares values, beliefs, and assumptions in order to provoke debate Asks questions to reveal own limitations and help others do the same. Is willing to appropriately raise issues that may make others uncomfortable
Behavior	Avoids people who appear to be unlike him/her or from activities that might challenge perceptions and assumptions Avoids sharing own work or makes apologies for work Looks to the teacher for all assignments, answers, and processes	Listens to those who appear to be unlike him/her and attends activities that may challenge perceptions and assumptions, but does not take part in conversation or work Shares work only after others have Seeks guidance from the teacher in order to please him/her and "write right"	Participates in conversations and activities that challenge beliefs, values, ideas, and work Shares completed and unfinished work when asked Relies on growing expertise to guide decisions as a writer and resolve the problems that arise	Chooses to share beliefs, values, ideas, and work with those who appear to be unlike him/her in order to learn and grow as a writer Shares work and ideas at all stages of development Continues to grow as a writer and to support others in their growth even if doing so creates conflict
Work	Writes in ways that are expected, in order to get a good grade.	Attempts new processes and types of writing because it is expected.	Writes in ways that inspire others think deeply about what good writing is or what good writers do	Seeks new challenges and roles in order to remain energized and to inspire new ideas

Writers Strive to Reflect on What They Do

- They share their thinking and their work in order to evaluate it
- They set goals in order to assess their own progress and understand themselves
- They produce new work that is the result of what they've learned from previous work

Writers who strive to reflect on what they do show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Reflects on writing, thinking, and growth only when provided questions or prompts Speaks in a guarded way when responding	Assesses own writing only during formal activities Speaks openly about writing and thinking	Speaks thoughtfully about the meaning and value of their writing, thinking, and learning on a regular basis with various people Connects discoveries to possible actions	Asks questions about their writing, process, and thinking continuously Speaks about the effect that reflection has on work
Behavior	Sets goals that are too big or too narrow Recognizes a connection between reflection and quality of work, but struggles to set meaningful goals that lead to improved craft or process	Goals are not linked to unique needs or purposes as a writer Identifies general strengths and weaknesses in work only. Considers possible actions that may lead to improved craft or process	Sets thoughtful and realistic goals Acts to meet these goals and improve craft, process, and end-products	Is strategic in goal setting Assesses craft, writing, and process in terms of how it effects self and others Considers intended and unintended consequences
Work	Is aware that certain patterns and trends exist in every writer's craft, process, and end-products	Recognizes specific patterns and trends in their own craft and process when pointed out	Searches for patterns and trends in their own craft and process in order to assess effect on writing, audience, and growth	Sets goals in response to patterns and trends noted in their own craft and process

Writers Strive to Develop Their Expertise

- They grow and shape their knowledge and their skills as writers
- They share what they are learning and what they know with other writers in order to help them grow as writers
- They consider the needs of their audiences and their community and work to meet them

Writers who strive to develop their expertise show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Relies on existing knowledge and skills and will seek new information when assigned a topic or area of focus	Adds to existing knowledge and skills by seeking new information related to personal interests	Participates in research to answer questions and deepen understandings about writer's craft, process, or dispositions	Participates in individual and collaborative learning to grow the understandings and skills of the larger community as well as their own
Behavior	<p>Recognizes that learning is needed in order to grow as a writer</p> <p>Dreads the idea of sharing their writing, learning, or knowledge</p> <p>Hesitates to acknowledge learning or expertise</p>	<p>Takes steps to learn and grow, but only during specific time periods</p> <p>Approaches sharing of writing, learning, and knowledge as a burden or obligation</p> <p>Acknowledges learning and expertise with peers when prompted</p>	<p>Sees self primarily as a learner and struggles to define expertise that can be shared.</p> <p>Approaches sharing of writing, learning, and knowledge as a responsibility</p> <p>Will share learning and expertise with those who share similar interests or are pursuing similar questions</p>	<p>Recognizes and shares own expertise but is aware of limits and continually seeks additional learning</p> <p>Is personally motivated to share writing, learning, and knowledge</p> <p>Takes steps to share learning and expertise with others within and beyond classroom setting</p>
Work	<p>Work is motivated by own interests and needs as a writer</p> <p>Completes required learning activities</p>	<p>Is aware that the interests and needs of others may connect to their own writing, learning, and work</p> <p>Participates when invited to learn in various settings</p>	<p>Addresses the needs of others through their own writing, learning, and work</p> <p>Invites others to join them in learning relevant to common interests and needs</p>	<p>Connects their own interests and work with the needs of others and the community</p> <p>Creates learning opportunities that deepen their own work and that of others'</p>

Writers Strive to Cooperate and Collaborate With Others

- They learn from and with others
- They act on the belief that learning and working with others helps them grow as learners, writers, and people
- They publish writing that results from collaborative learning and problem solving
- They approach publishing as an additional opportunity to learn, rethink, and revise

Writers who strive to cooperate and collaborate with others show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Discusses their writing process, craft, and growth with others when required	Discusses their writing process, craft, and growth with others when invited	Seeks out opportunities to discuss their writing process, craft, and growth and that of others	Helps self and others discuss, understand, develop, and share promising writing practices
Behavior	Offers and accepts support when required Prefers to work and think alone	Willingly offers and accepts support during formal activities Is curious about what others are working on or learning	Offers and asks for support without being asked Is interested in learning from others	Creates opportunities to support shared learning Is eager to expand upon the work of others
Work	Writing is shared with others as required Writing products are a strict reflection of own thought and does not benefit from peer-review	Writing is shared with others to gain help for specific purposes only Writing products are influenced but not significantly enhanced by peer-review	Writer openly shares work and encourages others to do the same Writing processes and products are enhanced by peer-review	Writing is driven by thought that emerges from peer-review, collaborative writing ventures, and joint projects that create new thinking, ideas, and processes

